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ABSTRACT

To determine the effectiveness of counseling activities in working with high school students, the Phoenix Union High School District conducted a five-step evaluation of their Guidance and Counseling Program Description Booklet. A report about the evaluation was prepared to compare student and counselor responses and to identify areas of particular strengths or weaknesses. Counselors (N=52) and students (N=1,219) responded to survey questions about a wide range of subject areas from the Program Description Booklet, e.g., registration for classes, social and personal problems, and class schedule changes. The findings showed that districtwide, students found counselors to be accessible, and that relatively few students sought help on personal problems. Counselors saw personal problems as an important counseling activity, and students and counselors agreed on the high importance of career information. Recommendations from the study concluded that: (1) registration and schedule changes are time-consuming counselor tasks and should be turned over to clerical help whenever possible; (2) although students and counselors agree that attendance problems are low priority, counselors should identify potential dropouts while there is still time to keep them in school; and (3) most activities described in the Program Description Booklet are being accomplished by counselors, but the Booklet should be revised to reflect the current counselor role, and revision should place added emphasis on activities deemed important by students. The three appendices contain student survey results, counselor survey results, and counselor comments. (PAS)

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ED223934

PHOENIX UNION HIGH SCHOOL DISTRICT # 210

Evaluation of Guidance and Counseling

Program Description Booklet

Effectiveness of Counselor Activities

REPORT NO. 22:05:81/82:011

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Introduction

At the end of the 1981-82 school year, in accordance with the goals and objectives of the Phoenix Union High School District Governing Board, an evaluation of the Guidance and Counseling Program Description Booklet was conducted. The purpose of the evaluation was to determine the effectiveness of counseling activities in working with high school students. The evaluation consisted of five steps:

1) summarizing and listing the counselor activities specified in the booklet,

2) developing counselor and student survey instruments to measure the extent to which these activities are being conducted,

3) administering the surveys to all counselors and to a stratified random sample of students,

4) tabulating the responses to the surveys, and

5) analyzing the results.

This report summarizes the findings, compares student and counselor responses where appropriate, and identifies areas of particular strengths or weaknesses.

The Subjects

Two groups were surveyed for this project: counselors and students. Of the first group, counselors, there were 52 respondents, representing approximately 75% of the district counseling staff. Table 1 shows the number of counselors at each school and the number responding to the survey.

Table 1

Number of Counselors Surveyed

KEY: ● Counselor responded to survey
⊗ Counselor did not respond to survey

School	Number of Counselors	Percent Responding
Alhambra	● ● ● ● ⊗ ⊗ ⊗ ⊗ ⊗	44.4%
Browne	*● ● ● ● ● ● ⊗ ⊗	75.0%
Camelback	● ● ● ● ● ● ● ⊗	87.5%
Central	● ● ● ● ⊗ ⊗	66.7%
East	*● ⊗ ⊗ ⊗ ⊗	20.0%
Hayden	● ● ● ● ⊗ ⊗	66.7%
Maryvale	● ● ● ● ● ● ● ● ⊗ ⊗	80.0%
South	● ● ● ● ● ● ●	100.0%
Union	● ● ● ● ⊗	80.0%
West	● ● ● ● ● ⊗	83.3%
Unknown	● ● ●	-
Total	52	74.3%

*One counselor on duty part-time at Browne/East.

Students who were surveyed were randomly selected from each grade level so that a cross section of students at each school could be sampled. A total of 1219 students representing all grade levels and including students from ESP classes responded to the survey; this represents 5.7% of the 21,322(HPM) students in the District during 1981-82. Respondents are shown by grade and school in Table 2.

Table 2

Number of Students Surveyed

School	Grade 9th	10th	11th	12th	Total	Percent of Grand Total
Alhambra	58	38	44	37	177	14.5%
Browne	29	24	20	59	132	10.8%
Camelback	43	34	33	45	155	12.7%
Central	31	5	58	22	116	9.5%
East	22	39	27	25	113	9.3%
Hayden	33	18	31	12	94	7.7%
Maryvale	60	40	53	46	199	16.3%
South	11	28	6	25	70	5.7%
Union	12	9	14	31	66	5.4%
West	23	22	31	31	97	8.0%
Grand Total	322	257	317	323	1219	
% of Total	26.4%	21.1%	26.0%	26.5%		

Findings

Thoughout the district, students apparently found their counselors to be accessible, for approximately half of the 11th and 12th grade students felt they could see their counselor "that day" if needed, and 79.6% of the students overall (all grade levels) felt they could see their counselor "that day" or "in a day or two." Ninth grade students were less strong in their responses, with 19.3% answering "I don't know."

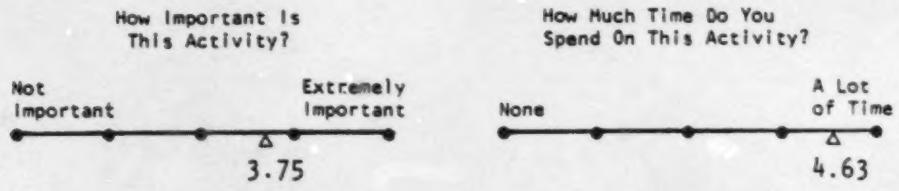
When the students met with their counselors, they generally felt they had adequate time. Only 11.8% overall felt they needed more time, although 28.8% of all the Union students needed more time, and approximately one-fourth of the 9th grade students at South, 1/4 of the 10th and 11th grade students at Hayden and 1/4 of the 12th grade students at Browne expressed the need for more time with their counselors.

Students throughout the district were meeting with their counselors on the wide range of subjects/areas identified in the program description booklet. These subjects/areas and related findings are as follows:

1) Registration for classes

District procedures for registration vary from school to school but usually include a student conference with the counselor, and most students (77.2%) indicated they had met with their counselor for this purpose. This was the number one reason cited by students for meeting with their counselors. (See Table 6, p. 16) The counselors themselves felt that the registration process was a fairly important activity, but that it required a great deal of time, as illustrated in the following Likert Scales:*

Registration (N = 52)



Counselors found registration to be their most time consuming activity (see Table 9, p. 19). Written comments verified that the registration process was very time consuming. (It should be noted, however, that large scale registration of students is not a year-round activity.) Some counselors expressed the opinion that some aspects of the clerical process might be as easily accomplished by a clerk, thereby freeing counselors for other activities. (See Comments, Appendix C)

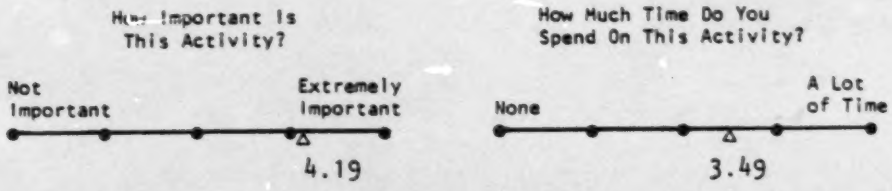
Students indicated that they continued to need counselor assistance with registration, ranking it fourth among areas where they would like more help (see Table 7, p. 17.) A total of 21.7% of the students indicated they wanted more help, with more students in the 9th and 10th grades than in the 11th or 12th grades so indicating. At Union, one out of three respondents overall wanted more help, while one out of four wanted more help at Alhambra, East and Hayden.

2) Social or Personal Problems

Relatively few students (14.7%) had met with their counselors for help on social or personal problems, and, overall, only 7.8% of the students felt they wanted more help from their counselors on these areas. More seniors (10.2%) indicated they wanted more help than did students from other grade levels, although 54.4% of the 9th grade students at South also wanted more help.

Counselors, on the other hand, saw "social or personal problems" as a very important counseling activity, ranking it third most important overall (see Table 8, page 18), but they spent a moderate amount of time on it, (see Table 9, page 19), probably because fewer students required this service.

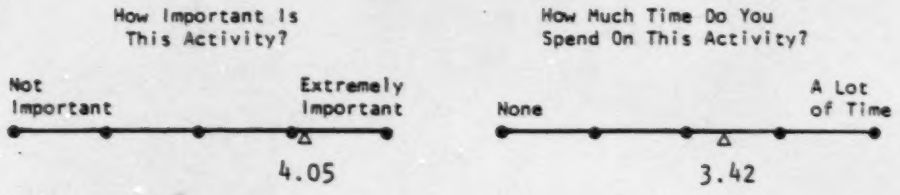
Social or Personal Problems (N = 51)



*All Likert Scales used in this report refer to counselor responses only.

Counselors responded in a similar manner when asked about working with adjustment problems, which might be viewed as a social or personal problem.

Adjustment Problems (N = 52)



3) Problems at Home

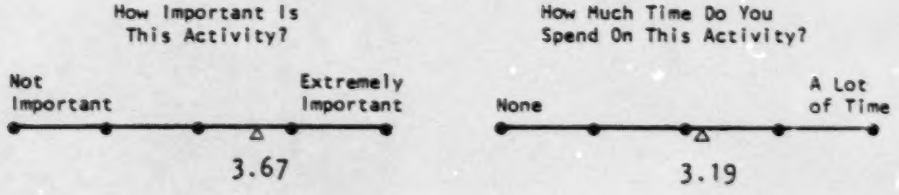
Relatively few students (9.0%) reported having seen their counselor regarding problems at home, and even fewer (5.4%) reported wanting more help from their counselor on this area. This might also be identified as a social or personal problem; see item 2, above, for counselor response.

4) Problems with Teachers

Approximately one out of every four students (27.9%) reported having met with their counselors to discuss problems with teachers, and most indicated the problems were resolved. As a group, one out of seven District students (14.4%) wanted more help with this; among 10th grade students, one out of five (20.6%) wanted more help.

Counselors and students viewed this area in a similar manner indicating it fell midway in order of importance. (See Tables 6 and 8.)

Problems with Teachers (N = 52)



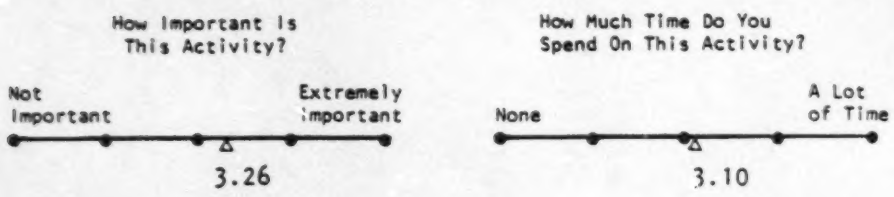
5) Information about School Activities or Programs

Over 80% of the respondents knew about "a few" or "many" activities at their schools. Not surprisingly (because of their "longevity" at the school) seniors had a stronger response than students in other grade levels. Still, 10.9% of all respondents reported that they knew of "hardly any" activities and one of every 25 students knew of "none."

Many students (34.1%) reported having met with their counselors regarding school activities, and that their questions were resolved. This was the third most frequent reason given for meeting with the counselors. However, 15.1% wanted more help from their counselors in obtaining information about high school activities or programs.

Counselors viewed providing information about activities as less important than other responsibilities and also spent less time on it than on other counseling functions.

Providing Information About School Programs or Activities (N = 52)



6) Student Aid

One out of every ten students (10.2%) reported having met with their counselors regarding student aid; many more (37.2%) stated they were aware that it was available. More 9th grade students reported knowing about student aid than students at other grade levels. At Title I schools, where large numbers of students were likely to qualify for student aid, the percentages of students who reported knowing about student aid were as follows.

East - 46.9%	South - 35.7%
Hayden - 40.4%	Union - 75.8%

There were 55 respondents (4.5%) who wanted more help from their counselor in this area. These respondents were from all schools, not just Title I schools.

7) Class Schedule Changes

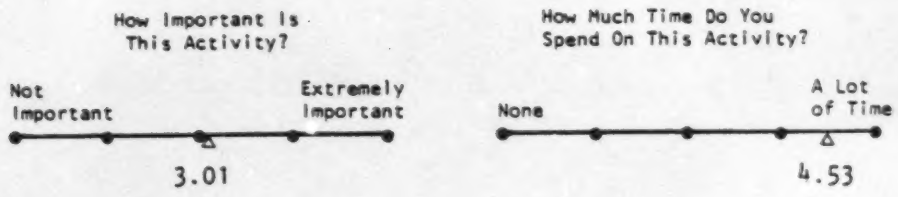
Large numbers of respondents (64.6%) reported having met with their counselors to change, drop, or add a class. This was the second most frequent reason for meeting with the counselor. Over 80% of the 10th grade students at Browne and Maryvale reported having made changes; over 80% of the 11th grade students at Browne, Central and Maryvale had done so; and at the 12th grade level, 80% at East and South, 84.7% at Browne, and 90.3% at Union reported meeting with counselors to make these changes.

Not surprisingly, then, Counselors reported spending more time on this than any other activity except registration.

Opinions on the importance of this function appeared to differ. One of every four students (24.6%) reported wanting more help with this activity (even higher percentages responded at Alhambra, Browne, Hayden, and South). Students ranked this activity as third in importance for wanting more help. Counselors, on the other hand, ranked this as next to last when asked how important they thought this activity was.

Counselor's comments about activities they would like to see eliminated from the program included numerous references to schedule changes, adding emphasis to the findings cited above. As with the registration process, some aspects of the clerical work might be as easily accomplished by a clerk.

Class Schedule Changes (N = 52)

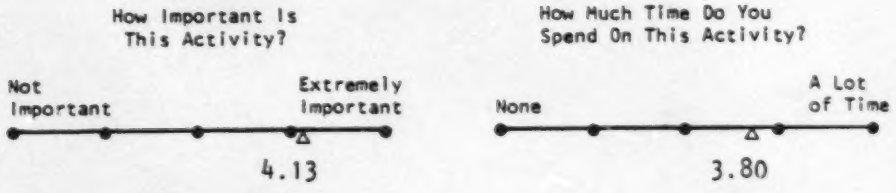


8) Difficulty with Classwork

Overall, 17.1% of the students reported having met with their counselors about difficulty with classwork. This included more than 25% of the 9th grade students at South; the 10th grade students at Alhambra, Browne and Hayden; the 11th grade students at Browne, Central and Union; and the 12th grade students at East and Union. Only 12.0% of the respondents reported they would like more help with this.

Counselors viewed this as important, and indicated they spent quite a bit of time on it.

Academic Problems (N = 52)



9) Graduation Requirements

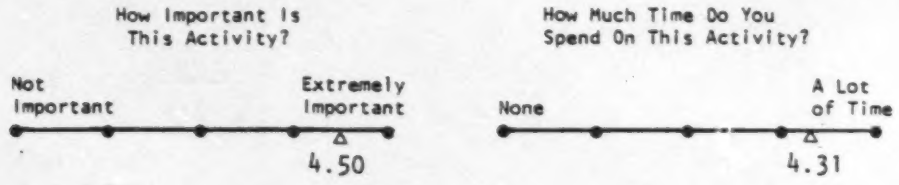
A total of 32.6% of the students reported having met with their counselors regarding graduation requirements. More students tended to meet with their counselors regarding graduation requirements as their grade level increased; among 12th grade students, over 50% of the respondents reported meeting with their counselors about this, including 80.6% at Alhambra, 83.3% at Hayden, and 83.8% at Union. Many students at East, Hayden, South and Union reported they were "still working on the situation/question."

Overall, most students (70.2%) understood which courses they needed to take to graduate from high school but at the 9th grade level only 45.0% did, while at the 10th grade - 66.2%, 11th grade - 78.9%, and at 12th grade, 89.5% understood.

A total of 19.9% of the students responded that they would like more help on this subject, with slightly more 10th and 11th grade students expressing this need than other grade levels. At Hayden, one out of every four students overall (25.5%) expressed the need for more help from their counselors with respect to graduation requirements.

Counselors felt that providing information about graduation requirements was extremely important (it ranked number one overall); in addition, counselor responses indicated it was their third most time-consuming activity.

Graduation Requirements (N = 52)



10) Information about College

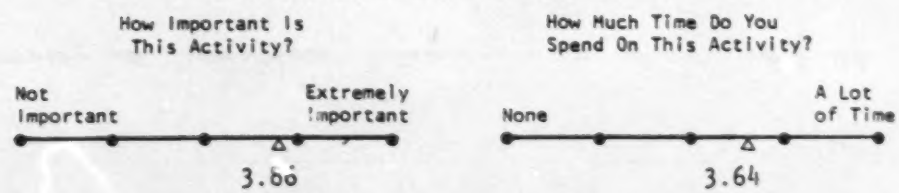
As might be expected, interest in this topic increased with grade level. At 9th grade, only a few students (6.5%) reported meeting with their counselors about this, and only 10.9% wanted more information. By 12th grade, many students at all schools (63.8%) reported meeting with their counselors, and most felt their questions were resolved. Similarly, an increase in the percent of students who wanted more help from their counselors occurred at each grade level: 23.0% of the 10th grade students, 36.9% of the 11th grade, and 40.2% of the 12th grade students wanted more information about college.

Many students were being informed about college. Overall, 23.0% stated they had been informed about college admission but this percentage included 45.5% of the seniors, the group expressing the most concern.

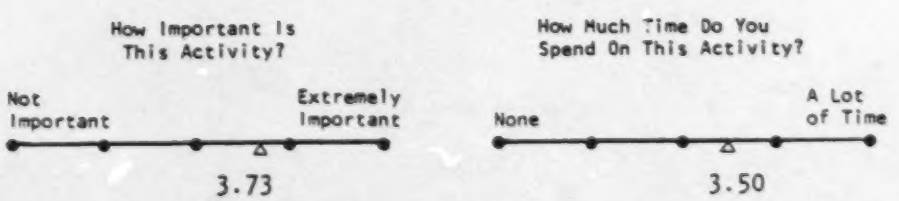
When considered as a group, information about college was the number one item with which students wanted more help, cited by 30.0% of the respondents. Counselor responses, on the other hand, indicated that this item fell behind several other items in order of importance.

Information about College (N = 51)

Locations, programs, other information



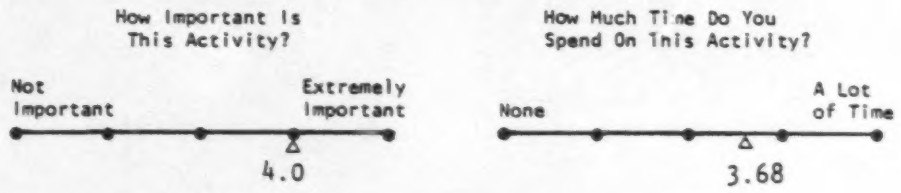
College Entrance Requirements



11) Financial Aid for College

Information about scholarships and financial aid was probably provided with other information about college. Counselors rated this activitiy as follows:

Financial Aid for College (N = 52)



Here, also, student interest increased as grade level increased. However, fewer students (18.5%) felt they had been informed about financial aid for college, and a similar percentage (18.7%) wanted more help from their counselors on this area of interest.

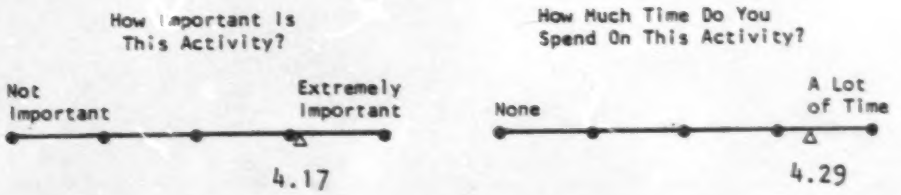
12) Career Information

Students and counselors shared similar feelings about the importance of career information. One-fourth of the students (25.3%) reported having met with their counselor to obtain career information. Again, students showed increased interest according to their grade level. In addition, it was the number two item with which students wanted more help from their counselors (28.2% so indicated).

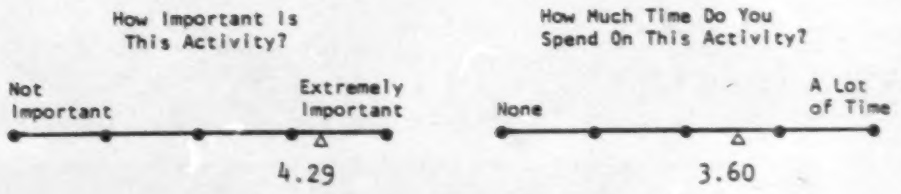
Counselors also placed this item among their most important activities, rating it as follows:

Career Information (N = 51)

Career Opportunities



Career Preparation and Training

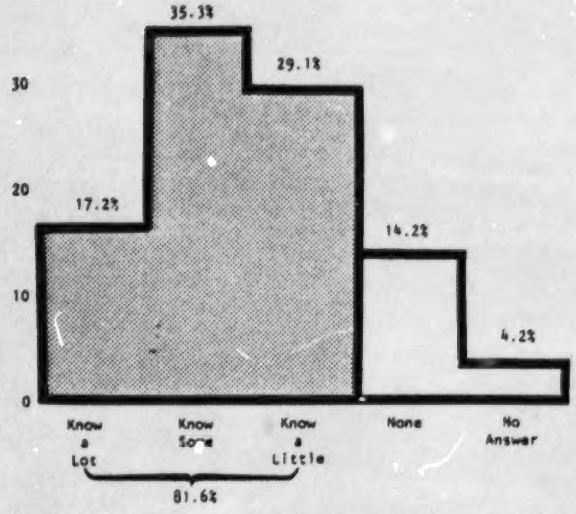


Counselors frequently included comments about career information when asked what counseling services or activities they wished to see added to the counseling program. (See Appendix C.)

There were various opportunities for students to obtain career information. One opportunity was to be informed about programs at AVC. The Program Description Booklet calls for this information to be made available to classes at the 10th grade level. When asked about their knowledge of this program, most 10th, 11th , and 12th grade student (81.6%) knew something about it, although only 17.2% stated they knew "a lot."

Table 3

Percent of Students Who Knew About
Vocational Training at AVC
(N = 897)



Another activity designed to disseminate career information was use of the Career Centers. Only Alhambra had such a center during 1981-82, but in previous years centers were located at Alhambra, Browne, Central, Camelback, East, and Maryvale, and were used by students at all grade levels.

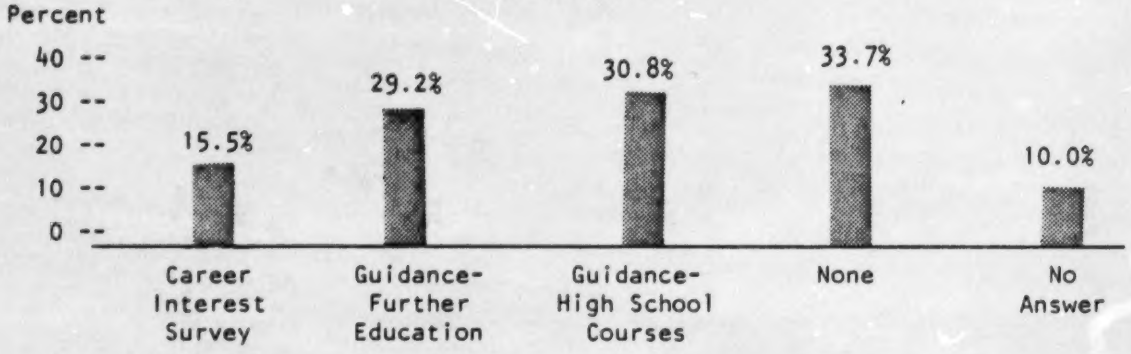
Not surprisingly, then, there were a wide range of responses regarding the Career Center. At Alhambra, the only school with a center this year, three of every four students (76.3%) had heard of or used the center. At the schools which had Career Centers in previous years, over 65% of the 11th and 12th grade students were familiar with them. Overall, there was indication of need for such centers: a total of 60.1% of all respondents indicated they had used the Career Centers or that they would be interested in something like this. At the present time there are plans to reinstitute Career Centers in all PUHSD comprehensive high schools next year.

As part of the Career Center a GIS System (Guidance Information Service) is to be available, especially to students in the 11th and 12th grades. This system was not readily available, even at Alhambra. Overall, District responses indicated that only 14.1% of all 11th and 12th grade students had used the GIS System (although another 20.0% knew of it but had not used it). There was indication of need for such a system: in addition to the students who said they knew about the GIS System, another 42.3% answered that they would like to be able to use something like this, including particularly high percentages of students at Maryvale (51.6%), Hayden (58.1%) and Union (77.8%).

Finally, other methods of disseminating career information included one-to-one counseling/guidance related to selection of high school courses and to educational opportunities after high school, and the identification of areas of occupational interests through the administration of a career interest survey. In these areas, many students did not feel they were receiving a great deal of help; in fact, one out of three felt they received no help. Table 4 shows the percent of students who checked each item, indicating they had received assistance in that area (students could check more than one item). Students in 9th grade did not respond to this item; the Program Description Booklet identifies this activity for grades 10, 11, and 12.

Table 4

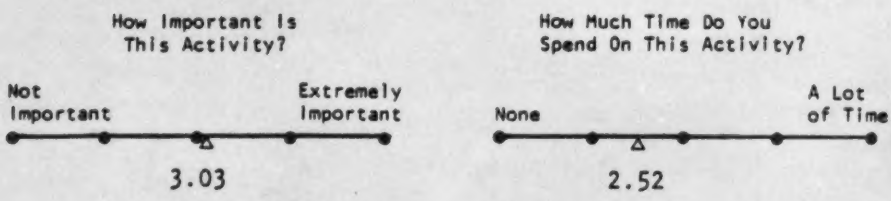
Types of Assistance Received in Identifying an Occupational/Career Choice
(N = 897)



There were, however, individual schools which had particularly high percentages of responses to each of these items. At East, two-thirds (66.7%) of the 10th grade students had taken a Career Interest Survey, and 53.8% had received guidance; at Camelback 54.5% of the 11th grade students felt they had received these services. On the other hand, 50.0% of the 10th grade at Camelback, 50.0% of the 11th grade at Browne, and 61.3% of the 11th grade at Hayden felt they had received "none" of these types of assistance.

Counselors responses corroborated one of these findings, indicating that "coordinating and interpreting the occupational preference survey" was of low priority (third from last in importance and second from last in amount of time spent.)

Coordinating, Interpreting Occupational Preference Survey (N = 51)

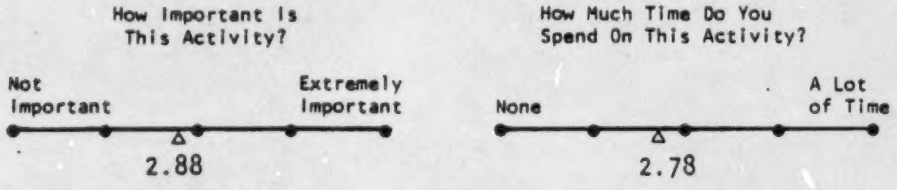


13) Behavior Problems

Very few students (8.9%) reported having met with their counselors for behavior problems, and even fewer (2.5%) indicated that they would like more help from their counselors with this (in fact, only two of the 323 seniors surveyed wanted help). Most students indicated they were familiar with the rules of conduct at their school (see Table 5, below).

Counselors concurred in this point of view, indicating that dealing with discipline referrals was the least important activity, and that they spent less time on this than on other activities.

Behavior Problems/Discipline Referral (N = 52)

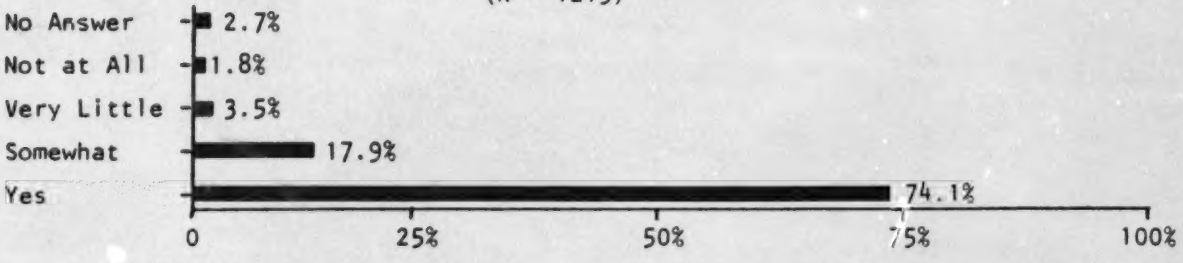


14) Attendance Problems

Although 15.3% of the students reported having met with their counselors about attendance problems, only 7.0% expressed a need for more help from their counselors with these problems. Apparently most students were familiar with the rules of conduct and attendance at their school, with only 1.8% feeling "not at all" familiar with them.

Table 5

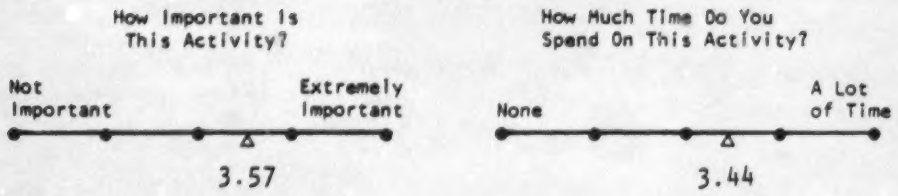
I am familiar with the rules of conduct and attendance at my school: (N = 1219)



The highest overall "yes" response was at East (86.7%); this included a 100% "yes" response from the 9th grade students there.

Counselors responses indicated that attendance problems fell in the bottom half of the ranking of important activities, but found it took a moderate amount of time.

Attendance Problems (N = 52)

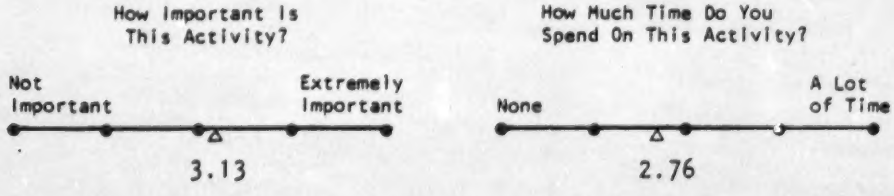


15) Dealing with Crisis

Fewer students (6.6%) reported having met with their counselors regarding dealing with crisis than for any other reason. However, there were students at every district school and at all grade levels who sought this kind of help. Only 3.2% wanted more help with dealing with crisis; these students were at all schools, i.e., there was no predominance at any one school.

The Program Description Booklet identifies classroom presentations and discussions regarding dealing with crisis as one of the counselor activities. Most students indicated that no class discussions or presentations had been made at their school (although 42.5% at East said they had experienced a visit), and most counselors rated this activity as having low priority, one on which they spent relatively little time.

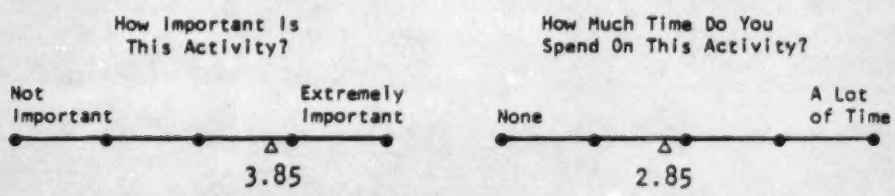
Class Presentations Dealing with Crisis (N = 51)



The problem of dealing with crisis was frequently mentioned in counselor comments. No doubt, crisis situations which require immediate and specialized counseling services require time and energy, even though crisis situations may not occur frequently.

To this end, seven counselors responded that their "other activities" often included individualized or specialized counseling to deal with student problems such as pregnancy, goal setting, etc. They ranked this as fairly important but found they spent less time on it than on other activities.

Specialized Counseling (N = 7)



16) Test Score Interpretation

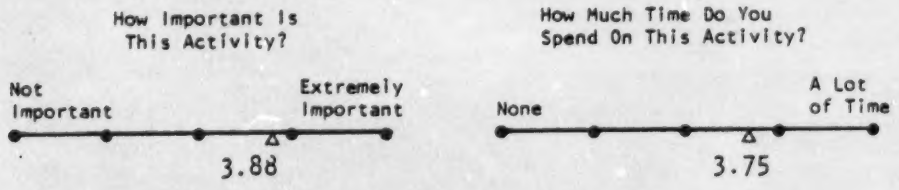
Students did not feel fully confident about interpretation of achievement test scores or college placement test scores. When asked if they understood achievement test results, only one in three students (33.6%) answered a firm "yes," but another 24.5% answered "somewhat." Ninth grade students were less likely to understand the results than older students: at Camelback, 37.2% of the 9th grade students answered "not at all," and 39.1% of the 9th grade students at West also answered "not at all." At South, 72.7% of the 9th grade students had "very little" understanding of the results.

Part of the problem may lie in the fact that students receive CAT results during the summer, when they are unlikely to seek help with interpretation. Nonetheless, one out of six students (17.0%) wanted more help from their counselor with test score interpretation, and more older students showed interest than younger students.

Many of those older students may have taken college placement tests (52.7% of those surveyed had done so). Of those who had taken such tests only 28.5% found the results to be "very clear," while 37.7% understood most of the results. Particularly strong responses (indicating an understanding of the results) were at Central and Maryvale, while weak responses were at South, Union, and West.

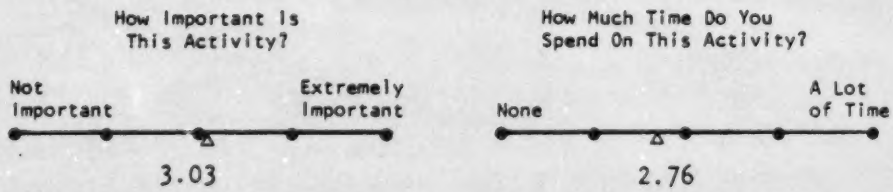
In an open ended question about "other activities," eight counselors responded that administering tests was a time consuming but important activity, and rated it as follows:

Testing (N = 8)



And yet, counselors as a group found test score interpretation to be of less importance to them than other activities, and correspondingly spent less time on it.

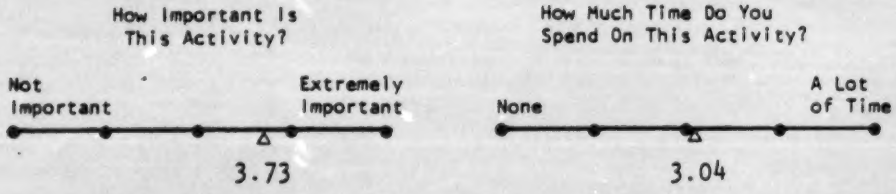
Interpretation of Standardized Test Scores (N = 52)



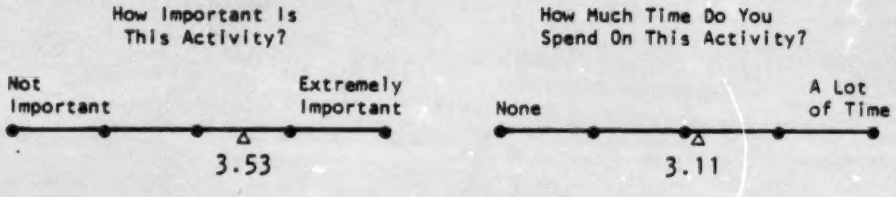
17) Other Activities

Other activities identified in the Program Description Booklet were rated by counselors as follows:

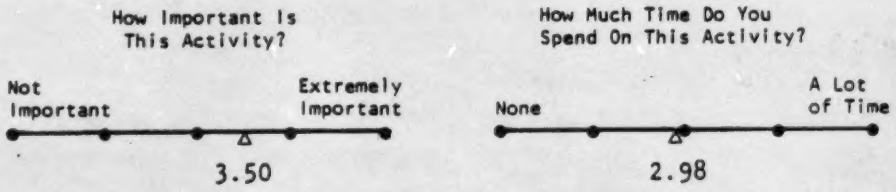
Freshman Orientation (N = 52)



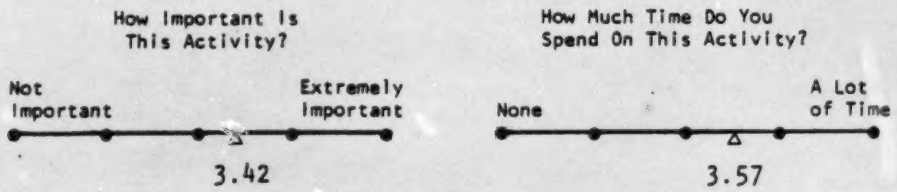
Identifying exceptional students for appropriate placement (N = 52)



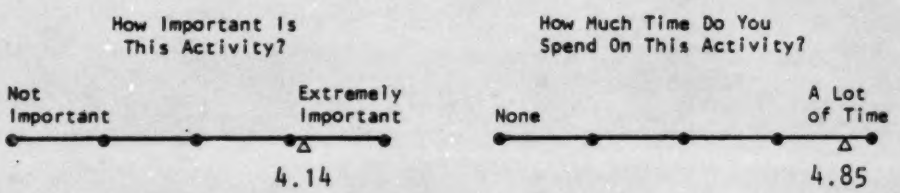
Serving as a liaison between the counseling and academic departments (N = 52)



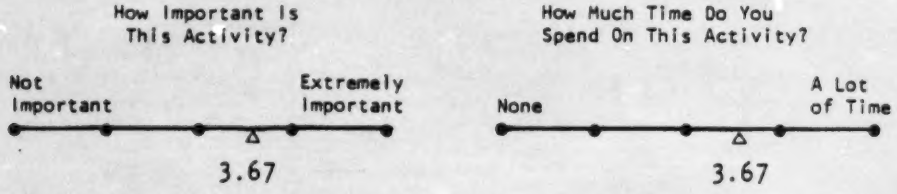
Serving on committees or working with student clubs or committees (N = 14)



Serving as Department Chairman (N = 7)



Serving as a a liaison between social agencies or other schools (N = 6)



Comparing Student and Counselor Responses

Students and counselors seemed to be in complete agreement that Registration and Class Schedule Changes were the two most frequent reasons for meeting together, although they did not necessarily agree about the importance of these functions.

In other areas, some items viewed as important by students (as indicated by the frequency of meetings with counselors and by tne areas with which they would like more help) differed from some items viewed as important by counselors.

Tables 6 through 10 on the following pages can be compared to illustrate some of these differences. Most noticeable differences between counselors and students were in the following areas:

- Registration
- Class schedule changes (change, drop or add a class)
- Information about school activities or programs
- Academic problems (difficulty with classwork)
- Social or personal problems
- Test score interpretation

These areas are identified by asterisks on the following tables.

Table 6

Students

Most Frequent Reasons for Meeting

With Counselors

REASON	PERCENT OF STUDENTS WHO MET WITH COUNSELORS FOR THIS REASON
*Register for classes	77.2%
*Change, drop, or add a class	64.6%
*Information about school activities or programs	34.1%
Graduation requirements	32.6%
Information about college	29.0%
Problems with teacher(s)	27.9%
Career information	25.3%
Financial aid for college	18.7%
*Difficulty with classwork	17.1%
Attendance problems	15.3%
*Social or personal problems	14.7%
Student aid (bus tickets, lunch, etc.)	10.2%
Problems at home	9.0%
Behavior problems	8.9%
Dealing with crisis	6.6%

*Asterisks on Tables 6, 7, 8 and 9 indicate areas where student and counselor responses were noticeably different.

Table 7

Students

Areas Where Students Want More Help

From Their Counselors

AREA	PERCENT OF STUDENTS WHO WANT MORE HELP WITH THIS
Information about college	30.0%
Career information	28.2%
*Class schedule changes	24.6%
*Register for classes	21.7%
Graduation requirements	19.9%
Financial aid for college	18.7%
*Test score interpretation	17.0%
*Information about school activities or programs	15.1%
Problems with teacher(s)	14.4%
*Difficulty with classwork	12.0%
*Social or personal problems	7.8%
Attendance problems	7.0%
Problems at home	5.4%
Student aid (bus tickets, lunch, etc.)	4.5%
Dealing with crisis	3.2%
Behavior problems	2.5%

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Table 8

Counselor Activities

Rank Order of Importance and Likert Scale Scores

ACTIVITY	
Graduation Requirements	4.50
Career preparation and training	4.29
*Social and personal problems	4.19
Career opportunities	4.17
*Academic problems	4.13
Adjustment problems	4.05
Scholarships, financial aid	4.0
Colleges - locations, programs, other information	3.86
*Registration	3.75
College entrance requirements	3.73
Freshman Orientation	3.73
Problems with teachers	3.67
Attendance problems	3.57
Identifying exceptional students for appropriate placement	3.53
Serving as liaison between counseling and academic departments	3.50
*Providing information about high school activities and extracurricular opportunities	3.26
Class presentations (dealing with crisis, etc.)	3.13
*Interpretation of standardized test scores	3.03
*Coordinating, interpreting occupational preference survey	3.03
*Class schedule changes	3.01
Discipline referral	2.88

Table 9

Counselor Activities

Amount of Time Spent on Activities

Rank Order and Likert Scale Scores

ACTIVITY	
*Registration	4.63
*Class schedule changes	4.53
Graduation requirements	4.31
*Academic problems	3.80
Scholarships, financial aid	3.68
Colleges - location, programs, other information	3.64
Career preparation and training	3.60
College entrance requirements	3.50
*Social and personal problems	3.49
Career opportunities	3.49
Attendance problems	3.44
Adjustment problems	3.42
Problems with teacher(s)	3.19
Identifying exceptional students for appropriate placement	3.11
*Provide information about high school activities and extracurricular opportunities	3.10
Freshman Orientation	3.04
Serving as liaison between counseling and academic departments	2.98
Discipline referral	2.78
*Interpretation of standardized test scores	2.76
Coordinating, interpreting occupational preference survey	2.52
Class presentations (dealing with crisis, etc.)	2.19

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CONCLUSIONS AND RECOMMENDATIONS

1. Registration and class schedule changes were considered by counselors to be time consuming tasks, but both were areas in which students continue to request assistance.

> Recommendation: Whenever possible, relieve counselors of clerical duties related to these two activities. It might be possible for a clerk to accomplish some of the routine details, thus allowing counselors to spend time in the more meaningful aspects of these and other activities in their contacts with students.

2. Students in the 9th and 10th grades frequently have different interests and concerns than students in the 11th and 12th grades.

> Recommendation: To better meet the "specialized needs" of each grade level and at the same time to relieve counselors of spreading themselves too thin by trying to serve all grade levels, assign counselors to one or two grade levels only or, as is true on some campuses, continue to have the counselors move through grade levels with their counselees.

3. Most students met (or want to meet) with their counselors to resolve questions and problems directly related to the school setting (i.e., registration, school activities, graduation requirements, test scores, career information, etc.). However, a smaller number of students also desire help in resolving unique personal needs (such as home problems, crisis situations, or social/personal problems).

> Recommendation: Although the special needs of smaller numbers of students must be met, counselors should develop, refine, and expand the methods of providing information most frequently sought by larger numbers of students. Make continued use of school bulletins, flyers, bulletin boards, and/or orientation sessions to continuously provide students with the information they see as important.

4. Students and counselors indicated that attendance problems were of lower priority than many other counseling activities. (This may be, in part, because fewer students are affected by attendance problems.) And yet, the District continues to experience a high dropout rate and attendance problems are considered to be highly important by the District.

> Recommendation: Although student priorities should be respected, counselors should also examine District priorities, especially those related to attendance, and adjust their counseling activities accordingly. Counselors on all campuses, particularly those with high dropout rates, should identify potential dropouts while they still have the opportunity to try to keep them in school.

5. Many students reported having problems with teachers and/or classwork, and many expressed that they would like more help in these areas.

Recommendation: Counselors may wish to increase their efforts in helping students develop coping skills so that fewer students feel they need counseling assistance in academic and/or personal problems related to the classroom.

6. District staffing guidelines call for a 350:1 student/counselor ratio (ESP ratio 200:1), and respondents to the counselor survey report that this is their average load. However, declining enrollment throughout the year reduces counselor load, allowing more time to meet with students and to provide more services. This may explain, in part, the fact that student respondents found their counselors to be readily available and that they had adequate time with them.

Recommendation: Counselors should continue to be readily available to work with students, especially as the year progresses and their student load decreases. The recommendations contained herein should relieve counselors of many time consuming activities and allow them to continue to be accessible to students, even at the beginning of the school year when the ratio is 350:1.

7. Some of the areas which are priority areas for students have less priority for counselors, while some of the students' lower priorities have greater importance to counselors.

Recommendation: While counselors should continue to serve students in the areas they feel are significant, student priorities should be acknowledged and, as appropriate, counseling activities should be adjusted with respect to these priorities. More effort should be made to meet legitimate student priorities.

8. Most of the activities described in the Program Description Booklet are being accomplished by the counselors although there are a few notable exceptions, such as, 1) Career Centers and Guidance Information Systems did not exist in 1981-82, 2) classroom presentations for the purpose of dealing with crisis are not generally made; 3) "District College Night" and "Arizona Colleges and Community College Day" no longer exist; and a few other activities.

Recommendation: Activities or programs that are no longer a part of the counselor program should be deleted from the Program Description Booklet. The booklet should be revised to accurately reflect the current counselor role. In addition, the revisions should place added emphasis on activities deemed important by students, as well as those perceived as important by counselors.

APPENDICES

APPENDIX A

Student Survey Results

(N = 1219)

Student Information

GRADE

Grade	Number	Percent
9th	322	26.4
10th	257	21.1
11th	317	26.0
12th	323	26.5

SEX

Sex	Number	Percent
Male	585	48.0
Female	632	51.8
No Answer	2	.2

RACE

Race	Number	Percent
American Indian	22	1.8
Anglo	770	63.2
Black	149	12.2
Hispanic	253	20.8
Oriental	21	1.7
No Answer	4	.3

SCHOOL

School	Number	Percent
Alhambra	177	14.5
Browne	132	10.8
Camelback	155	12.7
Central	116	9.5
East	113	9.3
Hayden	94	7.7
Maryvale	199	16.3
Union	70	5.7
South	66	5.4
West	97	8.0

STUDENT SURVEY

1. Please indicate if you have met with your counselor on an individual basis for any of the following reasons and if so, what happened.

	Number/Percent Who Have Met With Counselor for These Reasons: Number	Percent
- Register for classes	841	77.2
- Social or personal problems	179	14.7
- Problems at home	110	9.0
- Problems with teacher(s)	340	27.9
- Information about school activities or programs	416	34.1
- Student aid (bus tickets, lunch, etc.)	124	10.2
- Change, drop, or add a class	788	64.6
- Difficulty with classwork	208	17.1
- Graduation requirements	398	32.6
- Information about college	354	29.0
- Financial aid for college	228	18.7
- Career information	308	25.3
- Behavior problems	109	8.9
- Attendance problems	186	15.3
- Dealing with crisis	80	6.6
- Other _____		

2. I would like more help from my counselor with the following: (check as many as apply)

%	#		%	#	
21.7	264	Register for classes	19.9	243	Graduation requirements
7.8	95	Social or personal problems	30.0	341	Information about college
5.4	66	Problems at home	18.7	228	Financial aid for college
14.4	176	Problems with teacher(s)	28.2	344	Career information
15.1	184	School activities or programs	2.5	30	Behavior problems
4.5	55	Student aid (bus tickets, lunch, etc.)	7.0	85	Attendance problems
24.6	300	Class schedule changes	3.2	39	Dealing with crisis
12.0	146	Difficulty with classwork	17.0	207	Test score interpretation

3. If you wanted to make an appointment to see your counselor on an individual basis, which of the following would most likely happen? (check one)

%	#	
45.6	556	I could probably see the counselor that day.
34.0	414	I could probably see the counselor in a day or two.
3.4	42	I could probably see the counselor in a week or so.
3.1	38	I probably would not be able to see the counselor for a long time.
11.1	135	I don't know, I've never made an appointment with my counselor.
2.8	34	No answer

4. When I meet with my counselor I find: 81.2% 990 I have adequate time 11.8% 144 I need more time. 7.0% 85 No Answer

5. I understand which courses I need to take to graduate from high school.

70.2% 856 Yes	22.6% 275 Somewhat	4.3% 52 No	2.9% 36 No Answer	

6. I understand how my achievement test scores (for example, CAT, or SAT, or ACT) compare with those of other students.

33.6% 409 Yes	24.5% 299 Somewhat	15.3% 187 Very little	17.2% 210 Not at all	4.8% 59 No Answer

55 4.5% I have not taken these tests.

7. I am familiar with the rules of conduct and attendance at my school.

74.1% 903 Yes	17.9% 218 Somewhat	3.5% 43 Very little	1.8% 22 Not at all	2.7% 33 No Answer

8. I know about extra-curricular activities at my school.

37.6% 458 Yes, many	43.8% 534 Yes, a few	10.9% 133 Hardly any	3.9% 48 None	3.8% 46 No Answer

9. I know about the following at my school through Freshman Orientation or individual counseling: (check as many as apply)

37.2% 453 Student Aid (bus tickets, lunch, etc.)	43.7% 533 Health Center	66.3% 808 Identification Card
59.9% 730 Counseling/Guidance Services	55.4% 675 Library Services	63.7% 777 Bookstore

10. I know about the availability of vocational training at AVC. (Grades 10, 11, and 12 only).

17.2% 154 Yes, I know a lot	35.3% 317 Yes, I know some	29.1% 261 I know a little	14.2% 127 No	4.2% 38 No Answer

11. I am familiar with the Career Center.

%	#	
27.7	338	Yes, and I have used it.
20.6	251	Yes, but I have not used it.
32.4	395	No, but I would be interested in something like this.
12.4	151	No, and I'm not interested in it.
6.9	84	No answer

12. I am familiar with the GIS (Guidance Information Service) computer system located in the Career Center. (Grades 11 and 12 only)

%	#	
14.1	90	Yes, and I have used it or received information from it.
20.0	128	Yes, but I have not used or received information from it.
42.3	271	No, but I would like to be able to use something like this.
15.2	97	No, and I'm not interested in it.
8.4	54	No answer

13. A counselor has visited one of my classes to discuss how to deal with urgent problems or crisis situations.

15.1%	60.9%	19.8%	4.3%
184 Yes	742 No	241 Don't know	52 No Answer

14. I have been informed about the following:

%	#		%	#	
23.0	280	College Admission	16.2	198	Financial Aid for college
18.5	226	Scholarships	31.9	389	Career Information

15. My parents have been informed about the following:

%	#		%	#		
8.9	108	College Admission	9.0	110	Financial Aid	
8.9	108	Scholarships	9.1	111	Career Information	17.4% 212 No Answer
57.9	706	I don't know if my parents have been informed.				

16. (Grades 10, 11, and 12 only)

What kinds of assistance have you had in identifying an occupational/career choice?
(Check as many as apply)

%	#	
15.5	139	Career interest survey (COPS, WOWI)
30.8	276	Guidance about high school courses required for my career choice
29.2	262	Guidance about further education or training to enter this career
33.7	302	None
10.8	90	No answer

17. (Grades 11 and 12 only)

I understand the results of my college Placement Test (SAT, ACT, or PSAT).

%	#	
15.0	96	Yes, the results are very clear
19.8	127	Yes, I understand most of the results
11.1	71	The results are not too clear to me
6.7	43	The results are not clear at all
41.3	264	I did not take a College Admission Test
6.1	39	No answer

APPENDIX B

COUNSELOR SURVEY RESULTS
N = 52
(Shown in number and percent)

COUNSELOR ACTIVITIES		How Important Is This Activity?					How Much Time Do You Spend On This Activity?				
		Not Important	Minimally Important	Important	Very Important	Extremely Important	None	Very Little	Some	Quite a Bit	A Lot of Time
1. Providing information about:											
a) High school activities and extracurricular opportunities	#		8	23	20	1		8	30	13	
	%		15.4	44.2	38.5	1.9		15.4	57.7	25.0	
b) Graduation requirements	#		1	3	17	31		1	4	25	22
	%		1.9	5.8	32.7	59.6		1.9	7.7	48.1	42.3
c) Scholarships, financial aid	#		1	11	27	13		5	15	21	9
	%		1.9	21.2	51.9	25.0		9.6	28.8	40.4	17.3
d) Colleges - locations, programs, other information	#		1	14	28	9		5	16	22	8
	%		1.9	26.9	53.8	17.3		9.6	30.8	42.3	15.4
e) College entrance requirements	#		1	18	22	10		5	19	23	4
	%		1.9	34.6	42.3	19.2		9.6	36.5	44.2	7.7
f) Career opportunities	#			6	30	15		3	21	24	2
	%			11.5	57.7	28.8		5.8	42.3	46.2	3.8
g) Career preparation & training	#			6	24	21		3	19	26	4
	%			11.5	56.2	40.4		5.8	36.5	50.0	7.7
2. Individual counseling including:											
a) Registration	#		5	19	12	16			2	15	35
	%		9.6	36.5	23.1	30.8			3.8	28.8	67.3
b) Class schedule changes	#	2	14	23	7	6			3	18	31
	%	3.8	26.9	44.2	13.5	11.5			5.8	34.6	59.6
c) Discipline referral	#	2	15	23	11	1	2	17	24	6	2
	%	3.8	28.8	44.2	21.2	1.9	3.8	32.7	46.2	11.5	3.8
d) Attendance problems	#		5	20	19	8	1	7	18	20	6
	%		9.6	38.5	36.5	15.4	1.9	13.5	34.6	38.5	11.5
e) Academic problems	#		1	5	32	14		3	12	29	8
	%		1.9	9.6	61.5	26.9		5.8	23.1	55.8	15.4
f) Social/personal problems	#			5	27	19		8	16	21	6
	%			9.6	51.9	36.5		15.4	30.8	40.4	11.5
g) Problems with teachers	#		1	21	24	6		7	30	13	2
	%		1.9	40.4	46.2	11.5		13.5	52.7	25.0	3.8
h) Adjustment problems	#			10	29	13		3	28	17	4
	%			19.2	55.8	25.0		5.8	53.8	32.7	7.7

"No Answer" responses are not included.

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APPENDIX B

COUNSELOR SURVEY RESULTS

COUNSELOR ACTIVITIES		How Important Is This Activity?					How Much Time Do You Spend On This Activity?				
		Not Important	Minimally Important	Important	Very Important	Extremely Important	None	Very Little	Some	Quite a Bit	A Lot of Time
3. Other activities including:											
a) Freshman Orientation	#		1	21	21	9	2	11	24	13	2
	%		1.9	40.4	40.4	17.3	3.8	21.2	46.2	25.0	3.8
b) Class presentations (dealing with crisis, etc.)	#		8	27	14	2	9	25	13	4	
	%		15.4	51.9	26.9	3.8	17.3	48.1	25.0	7.7	
c) Interpretation of standardized test scores	#		7	37	7	1	1	16	26	7	1
	%		13.5	71.2	13.5	1.9	1.9	30.8	50.0	13.5	1.9
d) Coordinating, interpreting occupational preference survey	#		7	33	10	1	5	19	22	5	
	%		13.5	63.5	19.2	1.9	9.6	36.5	42.3	9.6	
e) Identifying exceptional students for appropriate placement	#		5	21	19	7	1	11	23	13	3
	%		9.6	40.4	36.5	13.5	1.9	21.2	44.2	25.0	5.8
f) Serving as liaison between counseling and academic departments	#		3	28	13	8	4	8	28	7	4
	%		5.8	53.8	25.0	15.4	7.7	15.4	53.8	13.5	7.7
4. Other activities or services not listed above (Department Chair, Testing, Committees, Clubs, etc.)											
a) Clubs, Committees (N=14)	#			10	2	2		3	4	3	4
	%			19.2	3.8	3.8		5.8	7.7	5.8	7.7
b) Testing Related Activities (N=8)	#			3	3	2		1	3	1	3
	%			5.8	5.8	3.8		1.9	5.8	1.9	5.8
c) Specialized, individualized counseling activities (N=7)	#			2	4	1	1	1	3	2	
	%			3.8	7.7	1.9	1.9	1.9	5.8	3.8	
d) Liaison to schools, agencies (N=6)	#			3	2	1			2	4	
	%			5.8	3.8	1.9			3.8	7.7	
e) Dept. Chair (N=7)	#			2	2	3				1	6
	%			3.8	3.8	5.8				1.9	11.5

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APPENDIX B

COUNSELOR SURVEY RESULTS

PART 2

1. Please check the appropriate boxes:

A. Assignment(s)*		B. School			C. Grade Level(s) of Students Assigned to you	
[9]	Head Counselor	[4]	Alhambra	[4]	Hayden	
[5]	ESP Counselor	[5/1]*	Browne	[8]	Maryvale	Generally assigned to all grade levels: [ ] 9th grade
[39]	Counselor	[7]	Camelback	[7]	Union	[ ] 10th grade
[1]	Other (Teacher)	[4]	Central	[4]	South	[ ] 11th grade
		[-/1]*	East	[5]	West	[ ] 12th grade
				[3]	No Answer	

*Some counselors had more than one assignment.

*Part-time

2. Approximately how many students have you worked with this year? mean 350

3. What counseling services or activities would you like to see added to the counseling program that you do not have time for now?

"See Appendix C"

4. What counseling services or activities would you like to see eliminated from the counseling program?

"See Appendix C"

5. Additional comments or ideas:

"See Appendix C"

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APPENDIX C
Counselor Comments

1. What counseling services or activities would you like to see added to the counseling program that you do not have time for now?

Alhambra

- More time for individual counseling. It is needed and we have no time.
- Adequate time for personal and group counseling.
- Full time counselor in Career Center. 1/2 time Records Clerk (records room)
- District workshops and inservice programs.

Browne

- We have plenty of services, but no time to do them well.
- Career Education - without a career aide and GES, career education has come to a halt at our school.
- I'd like to have more time for group counseling relating to drug abuse and sex.
- More outreach programs on career information, resources, etc.

Camelback

- Personal growth and development, crisis intervention, one to one on a repeating basis (i.e., once a week) where needed.
- Group work in value clarifications, career exploration, and potential dropouts.
- Parent/family group counseling.
- Small-group work with pupils. Provide time for attention to individual pupil's needs and on a more continuing, purposeful basis than incidental contacts.
- More parent involvement. File of available tutors - retired teachers, student tutors, etc. Parent volunteers for mailing out progress reports.

Central

- More personal counseling.
- This is a matter of priorities - many assignments must be done regardless of preferences.
- Be a part of the total school planning. Group counseling.
- Dropout prevention.

Hayden

- We would like to begin a creative parenting class taught by counselors on a rotating basis. We have already started a club.
- Time for group counseling, specialized groups, problem-solving techniques.
- Be a part of setting of department schedule.

Maryvale

- More secretarial services.
- New student adjustment - Group Counseling - Keeping up with business and industry.
- More career exploration - preference, etc.

Phoenix Union

- Parent organizations.
- More career and vocation information. More personal counseling - less "clerking."
- Career exploration - job site visitations, etc., vocational information.

Counselor Comments

Phoenix Union, continued

- Material for group discussions.

South Mountain

- Social and personal problems.
- Paper work connected with attendance and placement of students on attendance probation.
- Job placement - home visitation - group counseling - peer counseling - personal counseling.
- More time for group and individual counseling (values clarification, self-awareness, social and personal adjustment).
- Career counseling.
- Career program.
- Personal counseling and group counseling.

West

- Organized, regularly scheduled group counseling sessions. Counselors in the classroom activities.
- I intend to do more co-ordination with teachers - students related to personal - academic - career goals - also more effective ways of informing students of opportunities - possibilities - for both personal growth and academic achievement - perhaps "helping students discover" is a better phrase than "informing." It takes some of both.

No school listed

- counseling.
- Additional time to work with parents.

2. What counseling services or activities would you like to see eliminated from the counseling program?

Alhambra

- Schedule changes.
- Great - great amount of time in registration! i.e., recopying student copy for service to registration clerk. We need to spend the time with the student with choice making decisions.
- Spend less time on the important process of registration.

Browne

- Junior check list - schedule changes - registration.
- Schedule changes are a burden because our way of registration is wrong.
- I'd like to see schedule changes removed and given to clerical staff, so that I can concentrate on the things I'd like to do in areas of group counseling.
- Registration and schedule changes.

Camelback

- Graduation requirements.

Central

- Schedule changes and attendance contacts. Why not clerical help?

Counselor comments

Central, continued

- At Central counselors are involved to some extent in virtually everything - again - priorities.

Hayden

- Recruiting of students for programs not on our campus. When enrollment does not meet projections, counselors are blamed. Registration takes entirely too long.
- The incredible paperwork evolving from the registration process.

Maryvale

- Change of schedules paper work.
- Registration. Schedule changes.
- Schedule changes.
- Seems to be a multitude of paper work, proficiencies follow-ups, registration, etc.

Union

- Schedule changes.
- Attendance "officers" and "disciplinarians" - Union's problems will be eliminated at end of this year! Hopefully, they won't be "taken" to other schools -
- Registration, class changes. It doesn't require a college trained person to accomplish these tasks.
- Continuous schedule changes

South

- Discipline referral.
- Paper work connected with attendance and placement of students on attendance probation.
- Schedule changes, registration.
- Clerical duties and teaching and administrative responsibilities - I will not write the specifics, but I am willing to speak to this matter.
- Attendance, registration duties.
- Attendance referrals.

West

- Class schedule changes, registration.
- Schedule changes!!
- Registration - schedule changes details.

No school Listed

- Clerical.

3. Additional comments or ideas:

Browne

- Eliminate some counseling positions and hire more registration help so they could do schedule changes and registration and let counselors do what they are trained to do. We are the highest paid registrars in town. I know this is blasphemy, but something should be done.

Counselor comments

Browne, continued

- We are not allowed to do many of the activities in the booklet since many of our activities are mandated, such as registration and schedule changes which preclude the activities in the booklet.
- I feel that testing should be handled by someone who's not in counseling.

Camelback

- Do away with the unnecessary paperwork. Most or much of this paperwork already belongs or should be done by those in the registation office.
- Registration should be better paced. During registration we are under extreme pressure. Other times no pressure. Why does it have to be this way?

Central

- Need strict discipline policy for students. I enjoy my work. It is a pleasure to work with such a caring and professional group of counselors. I feel our counseling department is the best.

Hayden

- Reality says registration and recruitment for various programs take precedence. However, most don't have Master's degrees in schedule changing. Perhaps our effectiveness could be dramatically increased if we could do what we are prepared to do - COUNSEL!!
- Head Counselor and ESP Counselor involved in setting up the school schedule of classes.

Union

- Counselors should not be so far removed from teaching/classroom experience. Also questionable is high school counselors without high school teaching experience.
- The counseling department is the natural ideal liaison between education and the employment community. I don't feel this aspect has been sufficiently utilized in this district.

South

- I've become the right hand/arm of administration and have no time for counseling.

West

- Need a crisis room for students that start missing classes for personal problems - also attendance problems.
- I would like to see faculty members as advisors and career training as part of regular curriculum with counselors serving as resource personnel.

No school listed

- I should like the counselor's role in registration re-defined. We do have an obligation to properly advise students and parents regarding course selection, diploma requirements, etc.; however, I feel that the actual registration procedure (filling out T-2s, etc.) should be a clerical task, and should not be assigned to counselors. Registration does provide us an opportunity to meet with all our counselees. This time should be taken up with counseling, but it seems too much time is spent doing paper work.